2021-2022 Tercer Grado Artes de lenguaje y lectura Unidad 04 Semana 1

Unit Title: Tales from One Generation to Another

March 21st-25th

YAG Vertical Alignment ELPS Assessment Calendar Feedback

Unit Title: Tales from One Generation to Another

Essential Questions:

- How do readers use the elements of literature to make inferences about the text and support findings with text evidence?
- How can a reader tell the difference between a legend and a folktale?
- How can a reader identify the theme of a fable?
- How do readers use imagery to understand figurative language?
- How can reader's use the author's draft to understand the theme?
- How do readers use textual evidence to support understanding of text?
- How do readers determine the meaning of words, make inferences, and draw conclusions in text?
- How can writers use elements of the writing process to develop and edit drafts?
- How does a writer revise and edit their writing?

Core Competencies:

Formative:

- Running Records: Grade level and independent level texts
- Application of foundational skills (phonics and grammar) in writing
- Completing the writing process in stages successfully with peer and teacher conferencing.
- Anecdotal notes during small group instruction

Summative:

- Weekly Selection Quiz
- Weekly TEKS focused assessment
- Campus Assessment
- Module Assessment

Culminating Project: Nonfiction Presentation - Students will fully develop one of their nonfiction pieces (narrative nonfiction, informational or opinion) to share with their peers.

- Informational Writing-Informational Magazine Article
- Narrative Nonfiction-Script for a Movie or Television Program
- Opinion- Newspaper Review

Literary Presentation - Students will fully develop one of their literary pieces (realistic fiction, poetry or traditional tale) to share with their peers.

- Realistic Fiction - Play
- Poetry - Song

- Traditional Tale - Folktale that explain "Why"
  - Create and Integrate Visuals - Have students plan props and costumes for their Anansi presentation. They can create them outside of class.
- **Week 1-3:** Set a goal and gather information

Spanish Language Arts
Unidad 3 Semana 1

20-21 SLAR Unpacked TEKS

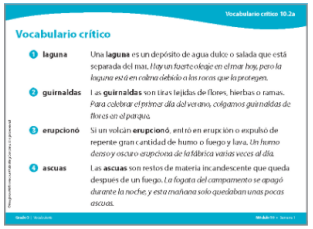
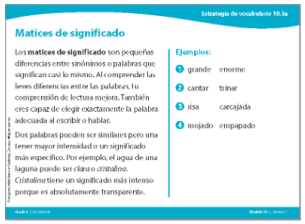
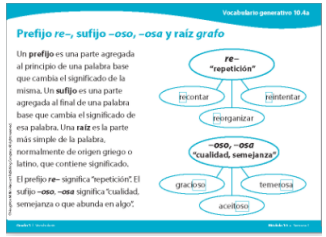
Concept and Language Development	Foundational Skills	Vocabulary and Comprehension	Writer's Workshop
3.1A listen actively, ask relevant questions to clarify information, and make pertinent comments **3.1.C** speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **3.1.D** work collaboratively with others by following agreed-upon rules, norms, and protocols; and **3.1.E** develop social communication such as conversing politely in all situations.	**3.2A(ii)** demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; **3.2A(iii)** demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- **3.2A(vi)** demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes. **3.2B(vii)** demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; **3.2B(ix)** demonstrate and apply spelling knowledge by spelling words with hard and soft r;	**3.3A** use print or digital resources to determine meaning, syllabication, and pronunciation; 3.3B use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **3.3C** identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word; **3.3D** identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text. 3.6A establish purpose for reading assigned and self-selected texts; **3.6B** generate questions about text, before, during, and after reading to deepen understanding and gain information; **3.6C** make and correct or confirm predictions using text features, characteristics of genre, and structures; **3.6E** make connections to personal experiences, ideas in other texts, and society; **3.6F** make inferences and use evidence to support understanding; **3.6G** evaluate details read to determine key ideas; **3.6H** synthesize information to create new understanding; and **3.7A** describe personal connections to a variety of sources, including self-selected texts; **3.7B** write a response to a literary or informational text that demonstrates an understanding of a text; **3.7C** use text evidence to support an appropriate response; **3.7D** retell and paraphrase texts in ways that maintain meaning and logical order;	**3.11A** plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **3.11B(i)** organizing with purposeful structure, including an introduction and a conclusion; and **3.11B(ii)** developing an engaging idea with relevant details; **3.11C** revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **3.11D(i)** complete simple and compound sentences with subject-verb agreement; **3.11D(v)** adverbs that convey time and adverbs that convey manner; **3.11D(viii)** coordinating conjunctions to form compound subjects, predicates, and sentences; **3.11D(x)** punctuation marks, including commas in a series and dates, and correct mechanics, including indentations; and **3.11D(xi)** correct spelling of words with grade-appropriate orthographic patterns and rules; and

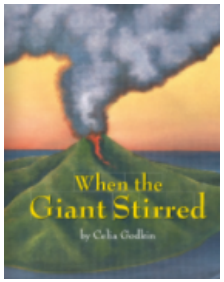
	3.2C alphabetize a series of words to the third letter; and **3.2D** write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words. **3.4** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to: use appropriate fluency (rate, accuracy, and prosody) when reading grade- level text. **3.5** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to: self-select text and read independently for a sustained period of time.	**3.7E** interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **3.7F** respond using newly acquired vocabulary as appropriate; and **3.7G** discuss specific ideas in the text that are important to the meaning. **3.8D** explain the influence of the setting on the plot. **3.9A** demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths; **3.9D(ii)** features to support understanding; and **3.9D(iii**) organizational patterns. **3.9E(iii)** identifying the intended audience or reader; and **3.10A** explain the author's purpose and message within a text; **3.10B** explain how the use of text structure contributes to the author's purpose; **3.10C** explain the author's use of print and graphic features to achieve specific purposes; **3.10D** describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes; **3.10E** identify the use of literary devices, including first- or third-person point of view;	**3.11E** publish written work for appropriate audiences. **3.12B** compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; **3.12C** compose argumentative texts, including opinion essays, using genre characteristics and craft; and **3.13A** generate and clarify questions on a topic for formal and informal inquiry; **3.13B** develop and follow a research plan with adult assistance; **3.13C** identify and gather relevant information from a variety of sources; **3.13D** identify primary and secondary sources; **3.13E** demonstrate understanding of information gathered; **3.13F** recognize the difference between paraphrasing and plagiarism when using source materials; **3.13G** create a works cited page

	Day 1	Day 2	Day 3	Day 4	Day 5
Concept and Language Development	**Introduction to the theme:** *"Cuenta un cuento" (M10, p. T194-195)* **Video: Watch the video- "La liebre y la tortuga"** and lead oral discussion with the students introducing the vocabulary: *mito, folclore, relatar ¿En qué se diferencia un mito de otros tipos de cuentos o historias? ¿Por qué los mitos son transmitidos a través de los años?*				
Foundational Skills	**Phonics/Fluency/Spelling- HMH**				

Rutina de combinación de sílabas *1. Muestre las tarjetas de letras.* *2. Deslice primera letra para identificar la primera sílaba y lea.* *3. Repita el proceso para próxima sílaba.* *4. Deslice sílabas juntas y lea la palabra.* ***Rutina de estudio de palabras:*** *1. Diga la palabra. Pida a los niños que la repitan.* *2. Explique el significado para los niños.* *3. Conversen usando una imagen o una estrategia para dar ejemplos.*	**Hiatos M10 T226** Explain to students that certain vowel blends are divided into syllables. These blends are called hiatuses and can be formed in three ways: two strong vowels (a, e, o), a strong vowel and a weak vowel with an accent mark (í, ú), and two identical vowels (aa, ee, ii, oo, uu). This last combination is not common in Spanish. **GP:** Pida a los estudiantes que lean las líneas de Combinar y leer en voz alta. **Structured Conversations:** ¿Qué tienen en común estas palabras? ¿Cómo lo sabes?¿Cuántas sílabas tienen las palabras? **IP:** -Pida a los estudiantes que trabajen solos, en grupos		**Hiatos** M10 T250-251 Remind students that combinations of two vowels belong to two categories, diphthongs and hiatus. **GP:** Pida a los estudiantes que lean las líneas de Combinar y leer en voz alta. **Pregunta:** *¿Qué vocales forman el hiato? ¿Cuántas sílabas tiene cada palabra?* **IP:** Pida a los estudiantes que trabajen solos, en grupos pequeños o en parejas para completar la página 215 de Aprende y demuestra.		**Spelling test:** Students will be assessed on **word/ sentence dictation** with the words from the week.

	pequeños o en parejas para completar la página 212 de Aprende y demuestra. **Ortografia:** M7 T228 -El hiato y el acento escrito **Fluidez:** M7 T229 -Fraseo Remind students that to have good fluency is important to read with expression, taking the clues from the punctuation in the text. **GP:** Model reading aloud with proper expression. Always model rereading as a self-correction strategy to achieve accuracy. **IP:** Engage students in practice in pairs and during independent reading.				
	Word Study/Academic Language/Oral Language- HMH				
Rutina de vocabulario: ***1.*** *Observen la palabra.* ***2.*** *Digan la palabra.* ***3.*** *Modele-Cómo formar la palabra* ***4.*** *Formen la palabra.*		**Explain/Model:** Introduce vocabulary using picture cards: *M7* T230-231 ● *laguna* ● *guirnaldas* ● *erupcionó* ● *ascuas* **GP:** Follow the *Rutina de estudio de palabras* with the class. Guide students to	**Explain/Model:** Review vocabulary: *M7 T242* *Read aloud each word repeat it.* *Read aloud and discuss each word's student - friendly explanation.*	**Estrategia de vocabulario:** M10 T **Sufijos** -ción, -sión Point out a common word with –sión that students might know, such as revisión. Tell students that knowing the meaning of the suffixes -ción and -sión plus the meaning of the base word	**Repaso frecuente de vocabulario** M10 T260 Tell students they will review some of the Critical Vocabulary they have learned so far this year and complete an activity based on those words.

5. *Encuentren la palabra en un texto.*		make connections with the words and create sentences.  Vocabulario crítico 10.2a Vocabulario crítico 1 laguna — Una **laguna** es un depósito de agua dulce o salada que está separada del mar. *Hay un fuerte oleaje en el mar hoy, pero la laguna está en calma debido a las rocas que la protegen.* 2 guirnaldas — Las **guirnaldas** son tiras larjidas de flores, hierbas o ramas. *Para celebrar el primer día del verano, colgamos guirnaldas de flores en el porque.* 3 erupcionó — Si un volcán **erupcionó**, entró en erupción o expulsó de repente gran cantidad de humo o fuego y lava. *Un humo denso y oscuro erupcionó de la fábrica varias veces al día.* 4 ascuas — Las **ascuas** son restos de materia incandescente que queda después de un fuego. *La fogata del campamento se apagó durante la noche, y esta mañana solo quedaban unas pocas ascuas.* **IP:** Students will write sentences with the target vocabulary.	*Point out the example for the word. Have students suggest other examples.* • *laguna* • *guirnaldas* • *erupcionó* • *ascuas* • *apaciguar* • *estéril* ***GP:*** Guide students to interact with the words to create Four-Square Maps. **Estrategia de vocabulario:** M10 T243 Shades of Meaning  Estrategia de vocabulario 10.3a Matices de significado Los **matices de significado** son pequeñas diferencias entre sinónimos o palabras que significan casi lo mismo. Al comprender las leves diferencias entre las palabras, tu comprensión de lectura mejora. También eres capaz de elegir exactamente la palabra adecuada al escribir o hablar. Dos palabras pueden ser similares pero una tener mayor intensidad o un significado más específico. Por ejemplo, el agua de una laguna puede ser clara o cristalina. *Cristalina* tiene un significado más intenso porque es absolutamente transparente. Ejemplos: 1 grande — enorme 2 cantar — trinar 3 risa — carcajada 4 mojado — empapado	can help them figure out the meaning of the words.  Vocabulario generativo 10.4a Prefijo *re–*, sufijo *–oso, –osa* y raíz *grafo* Un **prefijo** es una parte agregada al principio de una palabra base que cambia el significado de la misma. Un **sufijo** es una parte agregada al final de una palabra base que cambia el significado de esa palabra. Una **raíz** es la parte más simple de la palabra, normalmente de origen griego o latino, que contiene significado. El prefijo **re–** significa "repetición". El sufijo **–oso**, **–osa** significa "cualidad, semejanza o que abunda en algo". re– "repetición" recontar reinventar reorganizar –oso, –osa "cualidad, semejanza" gracioso temerosa acelfoso **GP:** Display the words reorganizar, doloroso, and homógrafo. Ask volunteers to identify the base word in reorganizar and doloroso and give its meaning, and then ask how the prefix or suffix changes the meaning of each base word. Then ask students to identify the root in homógrafo, and ask if they recall the word's meaning. **IP:** Have students work in pairs to complete Aprende y demuestra page 216. Tell partners to read the instructions and complete the activity together. **Repaso frecuente: Sufijo -ción, -sión- Remind students that when -ción,-sión are added to a base word, the word's spelling may change slightly. When a word ends in a consonant, the consonant is dropped, as in crear/ creación. Other base words**	 Vocabulario crítico 9.2a Vocabulario crítico 1 espigas — Las **espigas** son las flores o los granos de algunas plantas de cereales, como el trigo. *Las espigas de trigo son un símbolo de abundancia.* 2 quesería — Una **quesería** es un lugar donde se fabrican quesos. *En la quesería que visitamos hacían queso con leche de cabra.* 3 cuajada — La **cuajada** es el producto que se forma en la leche cuando se corta y se separa del suero. *Esta leche está cortada porque se ve la cuajada.* 4 agrio — Si algo te sabe **agrio**, te sabe ácido como el vinagre. *La cáscara del limón deja un sabor agrio en la boca.* 5 escarlata — Si algo es de color **escarlata**, es de un color rojo muy intenso. *El cardenal macho es de color escarlata brillante mientras que la hembra es de un tono café rojizo opaco.* **GP:**Tell students they will play a game of What's My Word? with these vocabulary words. One player will give clues about a word, and the other players in the group will guess the word based on the clues.

				may change too. When you add -sión to the base word decidir, it becomes decisión. When you add -ción to the word construir, it becomes construcción.	
Rutina de Conversación en Parejas. 1.Question/Pregunta - *Presenta la pregunta a estudiantes.* 2.Stem/Una/un fragmento- *Da una señal a estudiantes para que ellos señalen cuando estén listos para compartir* 3.Signal/Señala-*Presenta el tallo de oración que el estudiante utilizará para contestar la pregunta en oración completa.* 4.Share/Comparte-*Estudiante compartirá su oración y su pensamiento con su grupo o compañero/a.*	**Interactive Read Aloud/ Mini-Lesson- HMH** **SP 6 week bootcamp 3 question quiz** **SP 6 Week Bootcamp Question of the Day** **SP 6 Week Bootcamp Answer Key**				
	M10 T221 Why We Share Stories **Genre:** Informational **Set Purpose**: Conduct Genre study, previewing the text. As needed, use this model: *I will read to learn why people like to hear and tell stories*. **Teaching Pal** p 354–355: use the blue READ FOR UNDERSTANDING prompts to guide discussion. **Structured Conversations:** Remind students of the	**M10 T233 When the Giant Stirred** **Genre:** Legend  **Set Purpose**: Conduct Genre study p356. **Structured Conversations:** Teaching Pal & myBook p377. Have students annotate their myBook with details and visuals from the text as evidence to explain their responses.	**M10 T245 When the Giant Stirred** **Teaching Pal, p 365**:Purple TARGETED CLOSEREAD prompts to guide students to apply the Author's Craft skill to When the Giant Stirred and to cite evidence to support their responses. Students may refer to the questions on Know It, Show It p 214 **Critical Writing:** Play: Close-Read Screencast 10. Write a Wiki Entry Turn to pages 378–379 in your Teaching Pal. Have students turn to p 378–379 in their myBook.	**M10 T255 When the Giant Stirred** **Teaching Pal, p376:** Use the purple TARGETED CLOSE READ prompt to guide students to apply the Theme skill to When the Giant Stirred and to find evidence to support their responses. Students may refer to the questions on Know It, Show It p 217 as you discuss them. **Critical Reading:** Assign pairs of students a fable with a stated message or moral. Alternatively, have them select a familiar folk or fairy tale.	**M10 T263 When the Giant Stirred** **Teaching Pal, p360 and 37**3: Use the prompt on the purple TARGETED CLOSE READ note on to guide students to apply the Figurative Language skill to When the Giant Stirred and to cite evidence to support their responses. Students may refer to the questions on Know It, Show It p 218 as you discuss them. **Structured Conversations:** When the Giant Stirred. Tell students to turn to p 359-360 and reread the pages, noting additional examples of figurative language**.**

5.Assess/Evalúa-*Elegir al azar a los estudiantes o grupo que compartirán su respuesta y pensamiento.* **Accountable Talk Routine:** 1. *Gira hacia tu compañero.* *2. Mira a tu compañero a los ojos.* *3. Un compañero habla. Un compañero escucha.* *4. Intercambia roles.*	Essential Question: *Why is it important to pass stories down to the next generation?*				
Mini Lesson					
	M10 T220 Central Idea **Review:** As you read, you should think about the central ideas, or main ideas, the authors wants the readers to understand. Details, like facts or examples, provide support and tell more about the central idea.	**M10 T232 Make Inferences** **Review:** Authors don't always tell the reader everything in a text. Sometimes, readers have to figure things out on their own. Use of text evidence and background knowledge helps us figure out what the author has not directly stated.	**M10 T244 Author's Craft** **Review:** Author's craft refers to the language and techniques an author uses to make his or her writing appeal to readers, and to share ideas to them. **Vocabulary**: voice, tone, mood	**M10 T254 Theme** **Review:** Topic of a text is who or what the text is mostly about. Use the Anchor Chart to review that a theme is the main message or lesson that the author wants to share.	**M10 T262 Figurative Language** **Review:** Authors use figurative language to add special effects to their writing and make it more interesting**.**

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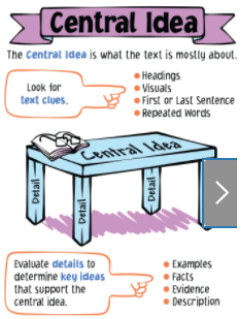
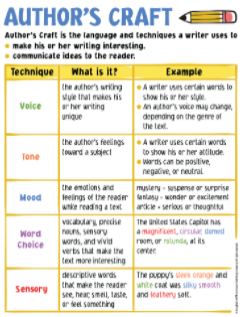
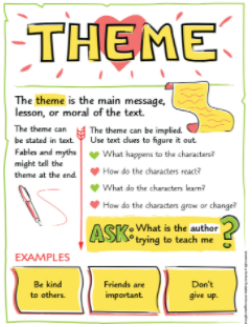
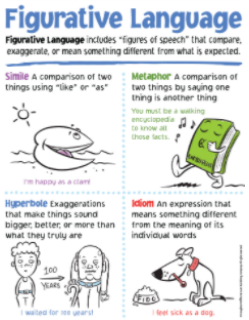
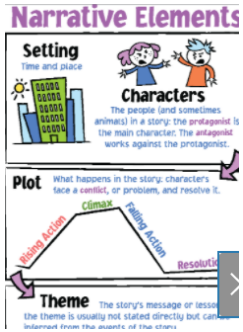
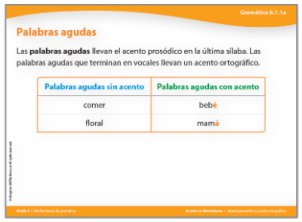
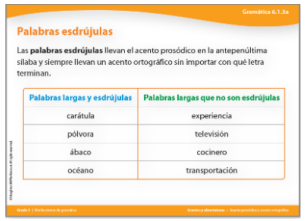
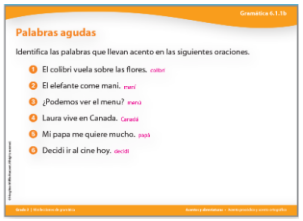
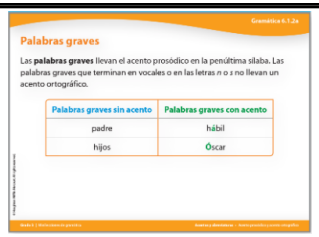
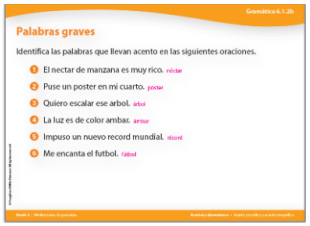
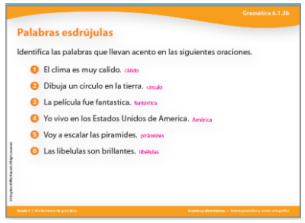
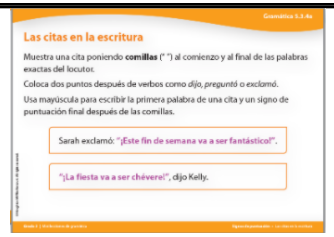
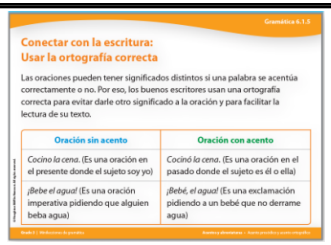
					
Writer's Workshop: Imaginative Story Writing Prompt: Read the following sentence: *Planning an imaginati ve story is like a puzzle.* **Think** about an interesting character and a setting for a story. **Write** an imaginative story that tells what happens to your character and what your character does. Teacher Rubric	**Writer's Workshop: Imaginative Story** **Writing Prompt:** **Read** the following sentence: *Planning an imaginati ve story is like a puzzle.* **Think** about an interesting character and a setting for a story. **Write** an imaginative story that tells what happens to your character and what your character does. Teacher Rubric Student Friendly Rubric SP				
	M10 W150 Intro to Focal Text **Explain**: We will read an imaginative story (fiction). Then, we will learn about the parts of the story so they can plan their own stories. • Who is in the story? • Where does the story take place? • What happens in the story? 	**M10 W151 Reading the Focal Text- Narrative Features** Have students Turn and Talk to a partner. Have them tell what they predict The Plot Chickens will be about.Read page **3:** *Who is this story about?* (Henrietta) While reading p5, carefully pronounce the word eggstasy**.** After the page, ask**:** *Did anybody hear a play on words on this page? Say the word ecstasy and help* students define it. While reading p6, carefully pronounce the word	**M10 W152 Vocabulary** **Writer's Notebook p 10.1:** Focus on Verbs-sniffed, swoops, plunged, sending, creeping, gathered, howled, make **Ask:** *What do all of these words have in common?*	**M10 W153 Prewriting I: Preparing to Write** Divide students into groups. Give each group chart paper. Use the Writing Wheel Rules and begin the process.	**M10 W154 Prewriting II: Planning and Imaginative Story** **Review:**  Begin Prewriting with Writer's Notebook10.4

	Explain: Authors are playing with language in the title. Tell students that "the plot thickens" is a phrase used when a story becomes exciting or mysterious. Tell students that the authors play with words throughout the book. Say**:** *There are words that have something to do with chickens in the book. Some of them are made-up words. These words are used in surprising and funny ways. Listen for them as we read.*	eggshilarating. After the page, ask: *Did anybody hear a play on words on this page?* Tell students that this is a play on the word exhilarating. Say the word exhilarating and help students define it**.** Tell students to let you know when they hear more "egg" words throughout the book. Read p 7- 8, including the talk bubbles and typed page. Explain that the main character is the character that the story is mostly about. *Ask**:** Who is the main character in The Plot Chickens ?* (Henrietta) *Ask: Who is going to be the main character in Henrietta's story?* (Aunt Golda) Read p 9. Ask: *Why do you think the character in a story usually has a problem?* (A problem makes the plot interesting.) Read p16 and 17. Ask: *Which words in Henrietta's story show that she is using her five senses***?** (The words written in red tell which sense; the words growl, sharp,wolfy, heat, and bile describe what Maxine			

		hears, sees, smells, feels, and tastes.) Read p 32. Point out that this is a story within the story. Ask students what they think about Henrietta's story.			
	Independent Writing				
	Have students Turn and Talk to a partner. Have them tell what they predict The Plot Chickens will be about. Circulate, monitor, and prompt students while they write.	Have students meet with a partner to discuss the story's events and Writing Rules Circulate, monitor, and prompt students while they write.	Tell students that silly sentences are okay for this activity. Have student volunteers read their sentences aloud. For each sentence read, ask the class to identify the verb or verbs. Circulate, monitor, and prompt students while they write.	Students will share their stories with the class. Circulate, monitor, and prompt students while they write.	Students begin the prewriting process Circulate, monitor, and prompt students while they write.
Grammar	**Patterns of Power: 14.1**				
	Grammar				
Grammar	**Palabras agudas E335** Model how to determine if a palabra aguda needs an accent.  Palabras agudas Las **palabras agudas** llevan el acento prosódico en la última sílaba. Las palabras agudas que terminan en vocales llevan un acento ortográfico. Palabras agudas sin acento: comer, floral Palabras agudas con acento: bebé, mamá	**Palabras graves E336** Model how to identify if a palabra grave needs an accent: *Rob se siente debil hoy. Rob se siente débil hoy.*	Palabras esdrújulas E337 Model how to qualify the action in this sentence: La luna es un satelite. La luna es un satélite.  Palabras esdrújulas Las **palabras esdrújulas** llevan el acento prosódico en la antepenúltima sílaba y siempre llevan un acento ortográfico sin importar con qué letra terminan. Palabras largas y esdrújulas: carátula, pólvora, ábaco, océano Palabras largas que no son esdrújulas: experiencia, televisión, cocinero, transportación	**Las citas en la escritura E333** Review using commas, periods, question marks, and exclamation points inside quotations when the quotation comes first. Also, review how to use a comma before the quotation when the speaker is introduced first.	Conectar con la escritura: Usar la ortografía correcta E339 Explain to students that using the correct spelling of words can make writing more clear and interesting to readers.

	Write the following words on the board. Ask the students to find the palabras agudas and accentuate them if necessary.  Gramática 6.1.1b **Palabras agudas** Identifica las palabras que llevan acento en las siguientes oraciones. 1. El colibrí vuela sobre las flores. colibrí 2. El elefante come maní. maní 3. ¿Podemos ver el menú? menú 4. Laura vive en Canadá. Canadá 5. Mi papa me quiere mucho. papá 6. Decidí ir al cine hoy. decidí	 Gramática 6.1.2a **Palabras graves** Las **palabras graves** llevan el acento prosódico en la penúltima sílaba. Las palabras graves que terminan en vocales o en las letras *n* o *s* no llevan un acento ortográfico. Palabras graves sin acento: padre, hijos Palabras graves con acento: hábil, Óscar Write the following words on the board. Ask the students to find the palabras graves and accentuate them if necessary.  Gramática 6.1.2b **Palabras graves** Identifica las palabras que llevan acento en las siguientes oraciones. 1. El nectar de manzana es muy rico. néctar 2. Pase un poster en mi cuarto. poster 3. Quiero escalar ese árbol. árbol 4. La luz es de color ambas. ámbar 5. Impuso un nuevo record mundial. récord 6. Me encanta el fútbol. fútbol	Write the following words on the board. Ask the students to find the palabras esdrújulas and accentuate them.  Gramática 6.1.3b **Palabras esdrújulas** Identifica las palabras que llevan acento en las siguientes oraciones. 1. El clima es muy cálido. cálido 2. Dibuja un círculo en la tierra. círculo 3. La película fue fantástica. fantástica 4. Yo vivo en los Estados Unidos de América. América 5. Voy a escalar las pirámides. pirámides 6. Las libélulas son brillantes. libélulas	 Gramática 5.3.4a **Las citas en la escritura** Muestra una cita poniendo **comillas** (" ") al comienzo y al final de las palabras exactas del locutor. Coloca dos puntos después de verbos como *dijo*, *preguntó* o *exclamó*. Usa mayúscula para escribir la primera palabra de una cita y un signo de puntuación final después de las comillas. Sarah exclamó: "¡Este fin de semana va a ser fantástico!". "¡La fiesta va a ser chévere!", dijo Kelly.	 Gramática 6.1.5 **Conectar con la escritura: Usar la ortografía correcta** Las oraciones pueden tener significados distintos si una palabra se acentúa correctamente o no. Por eso, los buenos escritores usan una ortografía correcta para evitar darle otro significado a la oración y para facilitar la lectura de su texto. Oración sin acento: *Cocino la cena.* (Es una oración en el presente donde el sujeto soy yo) Oración con acento: *Cocinó la cena.* (Es una oración en el pasado donde el sujeto es él o ella) *¡Bebe el agua!* (Es una oración imperativa pidiendo que alguien beba agua) *¡Bebé, el agua!* (Es una exclamación pidiendo a un bebé que no derrame agua)
Research Class Project:	**Culminating Project: Nonfiction Presentation -** Students will fully develop one of their nonfiction pieces (narrative nonfiction, informational or opinion) to share with their peers. ● Informational Writing-Informational Magazine Article ● Narrative Nonfiction-Script for a Movie or Television Program ● Opinion- Newspaper Review **Literary Presentation** - Students will fully develop one of their literary pieces (realistic fiction, poetry or traditional tale) to share with their peers. ● Realistic Fiction - Play ● Poetry - Song ● Traditional Tale - Folktale that explain "Why" o Create and Integrate Visuals - Have students plan props and costumes for their Anansi presentation. They can create them outside of class. ● **Week 1-3:** Set a goal and gather information				
Literacy Stations	**Phonemic Awareness**	**Phonics**	**Fluency**	**Self-Selected Reading**	**Vocabulary**

See Literacy Station Ideas in Module 10 T214-215

THIRD GRADE ELLD Block UNIT 4 WEEK 1	
Science Content TEKS: **3.9(A)** observe and describe the physical characteristics of environments and how they support populations and communities of animals within an ecosystem	**Language TEKS:** **3.2A(ii)** decoding multisyllabic words with final stable syllables **3.2B(i)** spelling multisyllabic words with final stable syllables **3.3(C)** identify the meaning of and use words with affixes **3.6(G)** evaluate details to determine what is most important **3.7(F)** respond using newly acquired vocabulary as appropriate **3.9D(i)**[recognize] the central idea with supporting evidence **3.11D(vi)** prepositions and prepositional phrases **3.12(B)** compose informational texts

Resource STEMscopes

- Interdependency (Reading Science 690L)

Day 1 Focus – Comprehension	**Day 2 Focus-** Comprehension Word Study	**Day 3 Focus-** Foundational Skills Phonics, grammar	**Day 4 Focus-** Composition Writing Process/ Genres	**Day 5 Focus –** Assessment and Cross-linguistics connections
Making Predictions: Guide students to make predictions based on a picture walk. What do you see in the first pictures of the text? What do you think this text will be about?	**Shared Reading:** Reread text with students and make connections to the text: What does interdependence affect you in your environment? **Comprehension Skill:** Focus on comprehension skills with modeling and prompting.	**Choral reading**: Reread focus-pages aligned to Introduce a grammar, syntax or phonics mini lesson. **Foundational Skill:** Review the **final stable syllables –tion, –sure, –ture** in sentences from the text or about the topic in the text. **Reinforce the use of context clues to find the meaning of unfamiliar words.*	**Hands-on Review**: Phonics and/or grammar skills will be reviewed in context. **Shared Writing:** Generate writing aligned to the genre based on science content.	**Assessment:** Students will complete the questions on p.3-4 about the text. **Cross-linguistics:** Lead a review discussion about the use of **prepositional phrases** in English and in Spanish. **Prepositional Phrases** / **Frases preposicionales** Plants and animals / Las plantas y los animales

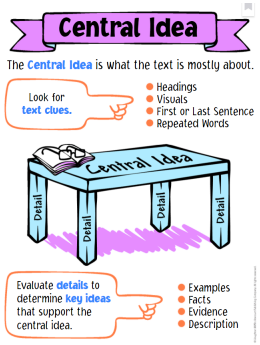
Prior knowledge- Activate students' prior knowledge and schema through guiding questions. Monitor, redirect or clarify as needed:
Guiding questions: How do you think animals and plants relate to each other in nature? Which one is more important? Why?

Read aloud and stop to engage students with the text through guided questions:

p1. What environment is described in the text? *The environment described in the text is ___.*

How does interdependence work in this environment? *Interdependence works in this environment by _____.*

What physical characteristics of this environment support the doe and



When authors write informational text, they are communicating information and ideas about a topic. The central idea is based on the most important facts in the text.

According to the selection, what type of dangers to small animals can be found in South Texas? What sentence best states the central idea of this selection? How do paragraph 3 support the central idea?

Vocabulary Picture Walk: Students will identify and read key vocabulary from the STEMscopes vocabulary slideshow and/or text.

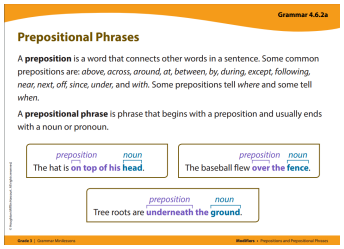
The fawn's brown and white fur protects it from the exposure to predators.

Creatures like the doe and its fawn are vulnerable to predators.

The interaction between animals and plants in an ecosystem supports their survival.

Grammar: Review the use of **prepositional phrases** with sentences from the text or about the topic in the text.

Plants and animals around the fawn depend on each other for survival.
Rattlesnakes slither between the rocks to search for deer mice.
Scavengers are animals that eat dead animals around an ecosystem.


Grammar 4.6.2a

Prepositional Phrases

A **preposition** is a word that connects other words in a sentence. Some common prepositions are: *above, across, around, at, between, by, during, except, following, near, next, off, since, under,* and *with.* Some prepositions tell *where* and some tell *when.*

A **prepositional phrase** is phrase that begins with a preposition and usually ends with a noun or pronoun.

preposition *noun*
The hat is **on top of his head**.

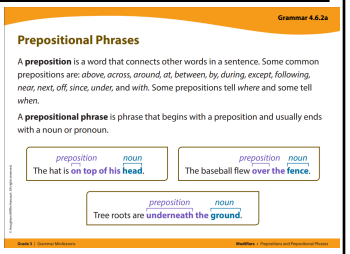
preposition *noun*
The baseball flew **over the fence**.

preposition *noun*
Tree roots are **underneath the ground**.

Provide students with multimedia, visuals, and/or a real experience observing different habitats. Choose one as a class and guide students to describe how the physical characteristics of environments support animals within an ecosystem. Ask: What animals live in a __ and how does the environment support them?

There are many different types of ____ in the world. Each ___ has ____ and ___ that interact with each other to ___. One example is the _____.In this _ we can find __ such as, __. We also find _____. These _____ depend on each other to ___. For example, the _____ eats ___, while _____ eat _____. Another example is the _____. It feeds from _____ and is food for _____. This _ between _____ keeps a balance in the _____.

around the fawn depend on each other for survival.	alrededor del cervatillo dependen unos de otros para sobrevivir.
Rattlesnakes slither between the rocks to search for deer mice.	Las serpientes de cascabel se deslizan entre las rocas para buscar ratones ciervos.
Scavengers are animals that eat dead animals around an ecosystem.	Los carroñeros son animales que comen animales muertos alrededor de un ecosistema.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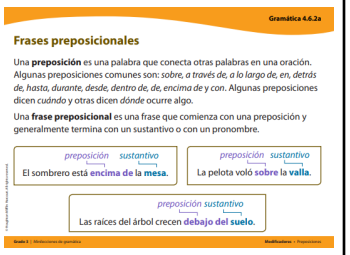

Gramática 4.6.2a

Frases preposicionales

Una **preposición** es una palabra que conecta otras palabras en una oración. Algunas preposiciones comunes son: *sobre, a través de, a lo largo de, en, detrás de, hasta, durante, desde, dentro de, de, encima de* y *con*. Algunas preposiciones dicen *cuándo* y otras dicen *dónde* ocurre algo.

Una **frase preposicional** es una frase que comienza con una preposición y generalmente termina con un sustantivo o con un pronombre.

preposición *sustantivo*
El sombrero está **encima de la mesa**.

preposición *sustantivo*
La pelota voló **sobre la valla**.

preposición *sustantivo*
Las raíces del árbol crecen **debajo del suelo**.

her fawn? *Physical characteristics of this environment supporting the doe and her fawn are_____.*

p.2 What predators can live in South Texas? Why do they endanger the doe and fawn? *Predators that live in South Texas are _____. They endanger the doe and fawn because ____.*

Foraging	Forrajeo/ Búsqueda
Fawn	Cervatillo (bebé)
Doe	Cierva (mamá)
Interdependence	Interdependencia
Ecosystem	Ecosistema
Survival	Supervivencia
Predator	Depredador
Prey	Presa
Scavenger	Carroñero/ Animales de rapiña

Suggested Previews

Picture Walk STEMscopes- Preview vocabulary for the topic using the STEMscopes Spanish vocabulary slideshow. Integrate the use of concrete objects, multimedia, and gestures to clarify the concepts. *Technology Tool: Padlet*

Carrousel Activity: (Seidlitz) (Teacher-Led)
1.Divide students in groups and assign them to a breakout room or station in class.
2.Each station/breakout room will have a set of questions for students to answer in the time assigned.
3.Once time is over students will rotate to the next station/ breakout room to interact with the next set of questions.
4.Once all students rotate, the teacher shares questions and responses addressing misconceptions in preparation for the new topic.

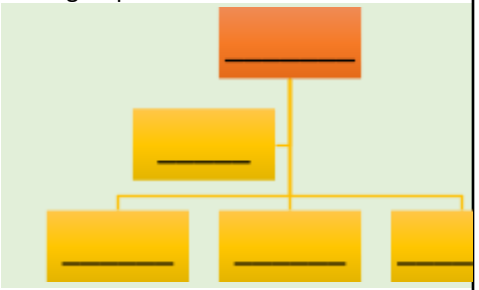
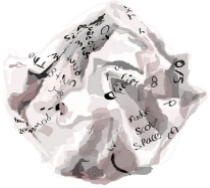
Suggested Reviews

Roving Paragraph: (Teacher-Led, Whole Class or Groups)
1.Create a writing prompt for students aligned to the content topic.
2. Divide students in groups and assign a color marker or font to each student.

List/Group/Label (Seidlitz) (Teacher-Led, Whole Class or Groups)
1.Prepare key vocabulary cards about the topic.
2. Divide the class in groups/breakout rooms and give them a set of vocabulary cards.

Think and Throw (Lead4Ward) (Teacher-Led)

1. Students anonymously answer a practice question, respond to a Think It Up question, or complete a one minute paper.

	3.Share prompt with the groups and model how to write the first sentence of the paragraph. **4.** Each student will add a sentence to the paragraph with the goal to write a story, summary, or informational text about the topic. 	3.Students will read the words and brainstorm what they know about the words and their concepts. 4. Students will list, group, and label words by categories decided by them. 5. Students will explain the words to other groups or classes. 	2. Students crumple responses into a snowball and throw it at the teacher's signal. 3. Students pick up and toss three more snowballs. 4. Students pick up a 4th snowball, form groups of 3-4, and share responses. 5. Student groups evaluate responses and select the one that is the best. 6. Teacher allows 3-4 "winning" responses to be read aloud. 7. Teacher clarifies/verifies as appropriate. 

THIRD GRADE SLLD Block UNIT 4 WEEK 1	
Social Studies Content TEKS: **3.6A** explain how supply and demand affect the price of a good or service **3.6C** explain how the cost of production and selling price affect profits	**Language TEKS:** **3.2A(vi)** decoding words with prefixes and suffixes **3.2B(i)** spelling palabras agudas and graves **3.3(C)** identify the meaning of and use words with affixes **3.6(F)** make inferences and use evidence to support understanding **3.7(C)** use text evidence to support an appropriate response **3.9D(iii)** [recognize] organizational patterns **3.10(B)** discuss how the use of text structure contributes to the author's purpose **3.11D(xi)** correct spelling of words with grade-appropriate orthographic patterns and rules **3.12(B)** dictate or compose informational texts
Resource: ● Negocios (SW Week 20)	

2021-2022 Tercer Grado Artes de lenguaje y lectura Unidad 04 Semana 1
Unit Title: Tales from One Generation to Another
March 21st-25th

Day 1 Focus – Comprehension	Day 2 Focus- Comprehension Word Study	Day 3 Focus- Foundational Skills Phonics, grammar	Day 4 Focus- Composition Writing Process/ Genres	Day 5 Focus – Assessment and Cross-linguistics connections
Making Predictions: Guide students to make predictions based on the cover and picture walk. *¿Qué ven en la portada? ¿Sobre qué piensan que tratará el texto?* **Prior knowledge**- Activate students' prior knowledge and schema through guiding questions. Monitor, redirect or clarify as needed: **Guiding Questions:** ¿Qué trabajo te gustaría desempeñar cuando seas adulto? ¿Qué te llama la atención sobre esta profesión? Read aloud and stop to engage students with the text through guided questions:	**Shared Reading:** Reread text and guide students to make connections: ¿Cuál es el efecto de abrir un buen negocio? ¿Qué causa que un negocio sea exitoso? **Comprehension Skill:** Focus on comprehension skills with modeling and prompting. Los autores usan diferentes estructuras para comunicar información a sus lectores de acuerdo con el tema del texto. Cuando un autor compara y contrasta en el texto, explica la relación entre ideas enfocándose en lo que es igual y diferente. *¿En qué se parecen todos los negocios? ¿En qué son diferentes los negocios? ¿Cuál*	**Choral reading**: Reread focus-pages aligned to Introduce a grammar, syntax or phonics mini lesson. **Phonics Skill:** Review decoding **prefix re–; suffixes –oso, –osa; word root grafo** with sentences from the text or about the topic in the text. **Review the use of context clues to find word meaning.* Lo más probable es que el Sr. La tenga un negocio muy exitoso. McDonald 's es una imagen muy famosa de un negocio sumamente productivo. Cuando un negocio no funciona, una opción es reorganizarlo para que mejore. Las gráficas de las ganancias de un buen negocio muestran constante crecimiento.	**Hands-on Review**: Phonics and/or grammar skills will be reviewed in context. **Shared Writing:** Generate writing aligned to the genre based on social studies content. Show students pictures o multimedia about the concept of 'libre empresa" and things to consider as you open a new business, using the academic vocabulary from the week. _____ y _____ van a abrir una empresa para vender ____. Escogieron este producto porque _____. En el negocio, ____ será el primer _____ y ____ sera el primer _____. Para que el _____ tenga _____ deben _____ el producto a _____ para que _____. Si no _____, el negocio	**Assessment:** Students will complete the activities on p.4 to work with the topic's vocabulary and do a simple analysis of minimum wage. **Cross-linguistics:** Lead discussion about the use of orthographic accents in Spanish and identifying stressed syllables in English. **Uso de los acentos**: Algunos empleadores proveen Seguro médico (*esdrújula*) para sus empleados. Si un negocio no pone un precio adecuado por su producto o servicio, es difícil *(grave)* que tenga ganancias. Los anuncios de televisión *(aguda)* ayudan a las empresas a **Stressed Syllables**: Some employers provide medical insurance for their employees. If a business does not put an adequate price for its product or service, it is difficult for it to make a profit. Television commercials help companies sell their products.

p.1 ¿Cuál era el sueño del Sr. La? *El sueño del Sr. La era* _____.

p.2-3 ¿Qué es un negocio? *Un negocio es* _____.

¿Cuál es la diferencia entre un patrón/patrono/empleador y un empleado? Un patrón/patrono /empleador es alguien que _____ y un empleado es _____.

¿Qué relación hay entre gastos y ganancias? *Los gastos son* _____ *y las ganancias son* _____.

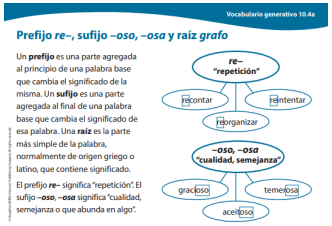
¿Qué efecto tiene la libre empresa? *El efecto de la libre empresa es* _____.

¿Qué efecto tiene gastar dinero en cosas innecesarias? *El efecto de gastar dinero en cosas innecesarias es* _____.

es la diferencia entre un empleador y un empleado? ¿Qué es diferente entre gasto y ganancia?

Vocabulary Picture Walk: Students will identify and read key vocabulary in context with a picture walk.

Negocio	*Business*
Trabajo	*Work*
Empleados	*Employees*
Empleador	*Employer*
Patrono/ Patrón	*Boss*
Salario/Sueldo	*Salary/Wage*
Salario mínimo	*Minimum Wage*
Libre empresa	*Free enterprise*


Vocabulario generativo 10.4a

Prefijo *re–*, sufijo *–oso, –osa* y raíz *grafo*

Un **prefijo** es una parte agregada al principio de una palabra base que cambia el significado de la misma. Un **sufijo** es una parte agregada al final de una palabra base que cambia el significado de esa palabra. Una **raíz** es la parte más simple de la palabra, normalmente de origen griego o latino, que contiene significado.

El prefijo ***re–*** significa "repetición". El sufijo ***–oso, –osa*** significa "cualidad, semejanza o que abunda en algo".

Grado 3 | Vocabulario Módulo 10 | Semana 1

Vocabulario generativo 10.4b

Prefijo *re–*, sufijo *–oso, –osa* y raíz *grafo*

Este sufijo transforma la palabra base (verbo, sustantivo u otro adjetivo) en un adjetivo. La ortografía de la palabra base cambia cuando se agrega el sufijo *–oso, –osa*. Por ejemplo, las palabras que terminan en una vocal pierden la vocal. En el caso de algunos verbos, estos pueden perder la terminación verbal antes de agregar *–oso, –osa*.

La raíz ***grafo*** significa "escribir o registrar".

Grado 3 | Vocabulario Módulo 10 | Semana 1

Grammar: Review **accenting rules** with sentences from the text or about the topic in the text. Classify the highlighted according to their category and explain the accenting rule.

agudas	graves	esdrújulas

Algunos empleadores proveen Seguro médico (*esdrújula*) para sus empleados.

Según la Administración *(aguda)* de Pequeños Negocios de los Estados Unidos, de cada 100 negocios en Norteamérica *(esdrújula)* 99 son pequeños negocios.

Si un negocio no pone un precio adecuado por su _____. Si _____, su empresa será _____. Si su negocio crece, van a necesitar ____ y _____. Sus _____ podrían ser _____. Esto les traería mucho _____.

vender sus productos.	

**In Spanish and English words there are stressed syllables. However, in Spanish there are orthographic accenting rules according to the stressed syllable in the word. In English we don't use orthographic accents.*

		producto o servicio, es difícil *(grave)* que tenga ganancias. Gramática 6.1.4a **Repaso de la ortografía** El **acento prosódico** es una intensidad mayor en la voz en una sílaba particular. El **acento ortográfico** es un símbolo ortográfico que marca una intensidad mayor de la voz en una sílaba particular. Las **palabras agudas** llevan el acento (intensidad de voz) en la última sílaba. Las **palabras graves** llevan el acento (intensidad de voz) en la penúltima sílaba. Las **palabras esdrújulas** llevan el acento prosódico en la antepenúltima sílaba y siempre llevan un acento ortográfico. Copyright © Pearson Education, Inc. All rights reserved. **Grado 3** | Modelo de gramática — **Acentos y diversidades** = Acento prosódico y acento ortográfico		

	Palabras agudas	Palabras graves	Palabras esdrújulas
Con acento ortográfico	Terminan en una vocal o en *-n* o *-s*	No terminan en una vocal, *-n* o *-s*	Todas
Sin acento ortográfico	No terminan en una vocal o en *-n* o *-s*	Terminan en una vocal, *-n* o *-s*	Ninguna